

DOCUMENT RESUME

ED 371 455

EA 025 894

AUTHOR Deal, Terrence E.; Peterson, Kent D.
TITLE The Leadership Paradox: Balancing Logic and Artistry in Schools. Jossey-Bass Education Series.
INSTITUTION Association of Governing Boards of Universities and Colleges, Washington, D.C.
REPORT NO ISBN-1-55542-648-4
PUB DATE 94
NOTE 133p.
AVAILABLE FROM Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104. For sales outside U.S.: Maxwell Macmillan, International Publishing Group, 866 Third Ave., New York, NY 10022.
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Administrator Effectiveness; *Administrator Role; *Educational Administration; Elementary Secondary Education; *Leadership; *Leadership Styles; Organizational Change; Organizational Climate; *Principals

ABSTRACT

This book illustrates how principals can simultaneously act as efficient managers and effective leaders. Through a mixture of "knowing about" and "knowing how," the book offers new strategies to help principals integrate the technical management role with the symbolic leadership role. Chapter 1 illustrates the tension between the two approaches in a dialogue between a principal and a superintendent. Chapter 2 expands the key roles of technical engineers and spiritual artists and the ways these roles are enacted by two very different principals. Problems and paradoxes that principals face are described in the third chapter, which examines how bifocal principals can combine technical and symbolic approaches to make their daily lives more consistent and influential. Chapter 4 provides an indepth picture of a bifocal principal who blends technical and symbolic roles in the flow of work, with a focus on how she balances the daily, weekly, and yearly calendars. The fifth chapter shows how schools can blend technical and symbolic aspects of the organization to become more balanced and successful. Chapter 6 describes the paradoxes and challenges of improvement efforts and the ways in which school leaders can integrate roles to facilitate successful educational change. The final chapter examines the complexities of work and forecasts the future challenges of becoming and being a bifocal principal. Two tables and one exhibit are included. (LMI)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

**THIS
DOCUMENT
NOT
AVAILABLE
FROM
EDRS**